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ABSTRACT

The study provides a descriptive-analytic synopsis of the pedagogical ideology of three groups of Canadian teachers as it applies to the teaching of global issues and their beliefs as to the chief influences on the development of their own ideological stances. The population for the study included 36 teachers from 5 districts in Ontario (divided into 2 categories, Metro and non-Metro) and 1 district in Saskatchewan (Metro only) who volunteered to participate. The research was founded on 2 assumptions: (1) human behavior is significantly influenced by the context in which it occurs; and (2) one cannot understand human behavior without understanding the framework within which the individuals under study interpret their environment. Specifically, the study examined respondents' beliefs about the degree to which they enjoyed curricular autonomy, their beliefs about reasons for choices in selection and depth of treatment of content and teaching methodologies, and beliefs about the significant influences on their ideological stance. The picture that emerged from the data revealed a maturing, non-mobile group who enjoyed and were comfortable with a considerable degree of curricular autonomy. Their ideologies reflected in a general way their own provincial and local contexts, their travel and education, and above all their professional experience. However, each respondent's idiosyncracies also affected approaches to teaching, and it was considered too difficult to probe deeply into this dimension. Twenty-two tables are included. (TRS)

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THE INFLUENCE OF SECONDARY TEACHERS' PEDAGOGICAL IDEOLOGY ON THE TEACHING OF GLOBAL ISSUES: A PHENOMENOLOGICAL STUDY

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A paper presented to the annual convention of the Canadian Association for Curriculum Studies, Montreal, May 30, 1985.

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I. NATURE OF THE STUDY

1. Introduction

Having served on secondary provincial curriculum committees in social studies in Saskatchewan (1970-1976) and British Columbia (1979-1981), this observer became fascinated by the role of teachers' ideology in either facilitating or frustrating the development and implementation of new curricula. In these two cases, pedagogical ideology, defined by Pokewitz as, "a complex framework of interrelated beliefs, norms, values and expectancies about what it is that ought to go on in a classroom" (in van Manen, 1979, p.6), played a powerful role in thwarting curricular implementation (Fowler, 1983).

Hence this observer believed it worthwhile to explore the influence of secondary teachers' ideology, in the Pokewitzian sense, on one dimension of social studies' curricula, namely global issues, a dimension that has been of continuing interest to this observer in the past (Fowler, 1982). Using this aspect of social studies as a vehicle of exploration, this observer set about the task of constructing what van Manen (1979) has termed, ". . . a form of knowledge which is genuinely descriptive and situation-analytic, focussing on the distinctiveness of what is to be found in the subjective reality of educational experiences . . ." (p.7).

2. Purpose and Limitations

The study was intended to provide a descriptive-analytic synopsis of the teacher's respondents' pedagogical ideology as it applied to the teaching of global issues and their beliefs as to the chief influences on the formulation of their own ideological stances. This purpose was founded on Owens' two assumptions that (i) human behaviour is

significantly influenced by the context in which it occurs and (ii) one cannot understand human behaviour without understanding the framework within which the individuals under study interpret their environment (1982, p.8). Specifically, the study examined (i) respondents' beliefs about the degree to which they enjoyed curricular autonomy, (ii) their beliefs about reasons for choices in selection and depth of treatment of content and teaching methodologies and (iii) respondents' beliefs about the significant influences on their ideological stances.

Thirty-six teachers volunteered to participate in the study drawn from five school districts in Ontario and one in Saskatchewan. There were subjective reasons for the choice of districts in as much as this observer had taught at secondary schools in Ontario and in a Faculty of Education in Saskatchewan. By virtue of these experiences the observer gained access with relative ease to respondents and also enjoyed at least a rudimentary knowledge of local curricular practices. However, in view of this familiarity, subjectivity necessarily remained a constant thorn in the side of the observer as he attempted to construct a broadly stroked landscape of the ideological frame of reference within which the teacher-respondents exercised curricular decisions.

In addition to unavoidable elements of subjectivity, the study also was circumscribed in its scope to a relatively limited number of respondents who may or may not reflect ideological undercurrents at work in their district, or even their school. Second the quantity of descriptive data was affected by the somewhat limited access to schools enjoyed by the observer. Access was not limited by lack of support from local teachers and administrators. By and large the observer was met with open arms. Access was curtailed rather by such factors as school

timetables, respondents' availability and dictates of travel, especially under wintery conditions. Finally, the study focusses mainly on descriptive analyses of districts, or at times groups of districts, and offers inter and intra-provincial comparisons only to the extent deemed warranted by the data. Consequently, what emerged in the end were not descriptive-rich case studies, such as those produced on the teaching of science by the Science Council of Canada, but a series of phenomenological vignettes of three groups of respondents who recollections reflect the vagaries of the history of curriculum development in Ontario and Saskatchewan.

3. Procedures

The study follows procedures of naturalistic inquiry as discussed by Owens (1982), Dawson (1982), Brown (1984) and Stone (1984). They include the following:

(i) solicitation of volunteer-participants through district boards of education,

(ii) examination of Ministry and district curricular guidelines,

(iii) completion of short questionnaire by volunteers,

(iv) visitation and interview of volunteers, using the questionnaire as a guide,

(v) audio-taping of interviews,

(iv) transcription and editing of tapes to preserve anonymity,

(vii) review of transcripts by volunteers,

(viii) analysis of transcripts, questionnaires, curricular documents and logbooks,

(ix) writing of the report.

The report is written in four chapters dealing with (i) the context for teaching: schools, students and teachers, (ii) the curriculum and global issues, (iii) teachers' beliefs about influences on their teaching and (iv) conclusion.

II. CONTEXT FOR TEACHING: SCHOOLS, STUDENTS AND TEACHERS

1. The Districts and the Schools

This section deals with the context for teaching in which is set this study. Outlined below is a tabular description of the districts and schools from which respondents were solicited. Names of districts and schools have been changed, and for ease of analysis and for protection of anonymity at times two districts or jurisdictions have been combined. In order to facilitate discussion the six districts have been divided into three categories: Ontario (Non-Metro), Ontario (Metro), and Saskatchewan (Metro).

Ontario (Non-Metro)

Lakeland District: a sprawling district of small towns and villages whose economic bases are tourism, forest products, some isolated farms and a limited number of smaller manufacturing factories, stable and largely uncosmopolitan population.

Schools:	No. of Teacher-Respondents	Enrolment (Approx.)	Type of Community Served
1. Lynwood	2	900	rural-small town
2. Glenrose	3	900	rural-small town
3. Mackenzie	1	500	rural-small town

Bay River District: a composite of two districts, one serving a mainly rural sparsely-populated region whose economic bases are tourism, forest products and some agriculture and an adjacent urban district of a medium-sized city whose economic bases are tourism, light manufacturing, retail outlets, forest products, stable and largely uncosmopolitan population.

Schools:	No. of Teacher-Respondents	Enrolment (Approx.)	Type of Community Served
1. Riverview	2	1000	rural
2. Penhurst	1	1000	suburban
3. South Point	1	1000	urban/suburban

Woodlands District: one of the largest districts in the province in terms of geographical size serving a number of medium sized cities and towns and whose economic bases include: dairy and mixed farming, light to heavy manufacturing, larger retail outlets and tourism, population a blend of stable and transient, largely uncosmopolitan.

Schools:	No. of Teacher Respondents	Enrolment (Approx.)	Type of Community Served
1. Shackleton	1	1400	small urban-rural
2. Spruce Grove	1	1400	small urban-rural
3. Forest Heights	1	1600	suburban

Ontario (Metro) District: one of the largest suburban districts in Canada in terms of population, economic bases very diversified, manufacturing of all types, commercial houses, large shopping malls, a bedroom suburban community of very cosmopolitan nature.

Schools:	No. of Teacher Respondents	Enrolment (Approx.)	Type of Community Served
1. Thompson	3	1300	suburban
2. Yorkdale	3	1300	suburban
3. Peavy	1	1000	suburban
4. Central	3	1300	suburban

Saskatchewan (Metro) District: a composite of the separate and public school boards of one of most populous districts in the province, economic bases distribution centre for agricultural products, light manufacturing, professional services, a cosmopolitan district.

Schools:	No. of Teacher Respondents	Enrolment (Approx.)	Type of Community Served
1. Westwind	3	800	suburban
2. Wheatlands	1	300	urban
3. Riel	3	700	urban
4. Richmond	1	1400	suburban
5. Tache	2	1200	suburban
6. Diefenbaker	3	1100	urban

2. Teachers' Views of their Students

Commentary

Although respondents were not asked to comment directly on their views of the impact of the community on their teaching, a few offered gratuitous observations. For example, a teacher at Lynwood School, Lakeland District said that, although he felt uninhibited by influences of the community, he believed that its conservative nature would preclude the use of "too many communist sources in the classroom. Another teacher tried that", he declared, "and he was told not to." Another teacher from Shackleton School, Woodlands District, agreed that he enjoyed freedom from political or philosophical constraints arising from the community, but he lamented the fact that he was very much in a "boondock" in terms of "materials and university back-up."

However, respondents were very vocal about the characteristics of their students. When asked, "whether or not students had changed over the past ten years", respondents largely agreed, subject to some local and individual variations, that students were becoming more apathetic and lacked motivation. Others, though a fewer number, expressed the belief that the values of their students reflected a societal shift to a more conservative ideology.

Ontario (Non-Metro)

The Ontario (Non-Metro) respondents most frequently cited as characteristics of their students (i) apathy and (ii) unworldliness. A teacher at Lynwood School, Lakeland District commenting on the reasons for students' apathy observed that, ". . . the whole emphasis has gone out of doing homework at home". She went on to elaborate that,

> [students] were a lot more intense fifteen years ago when there was much sharper competition because there was a lot more to compete for. Now the universities are crowded. Youth unemployment is high . . .

Another teacher from Shackleton School, Woodlands District, pointed to the rural environment as a contributing factor to students' apathy. "Kids in Toronto", he explained, "were much more enthusiastic and I attribute that to the ethnic mix . . . The kids here don't read newspapers and magazines as much . . . a lot of them do not get the [Toronto] Star everyday." Yet another teacher, from Lynwood School, reinforcing his colleague's observations on apathy, underlined unworldliness as a characteristic of his students. "Some of the students", he stated, "usually the rural ones . . . are very unworldly. They are not knowledgable about the outside world." Teachers at nearby Glenrose School concurred and one pointed out, ". . . kids generally have a limited knowledge base and are a lot more passive and apathetic."

Surprisingly, to this observer at least, teachers in this group generally did not express the view that their students were becoming more "conservative". Only two teachers at Glenrose School alluded to this development, one going so far as to say that, "[students] are very conservative, like miniature Ronald Reagans." The fact that only two of thirteen respondents from this group mentioned conservatism as a characteristic of students worthy of mention may be a result of any one

of a number of faccors such as, that students may be perceived as being more liberal than their predecessors of ten years ago, a perception, however, that was not expressed and that was belied by expressed views from other teachers regarding their own students in other districts. More likely, it would appear that students have always tended to be more conservative in these rural and uncosmopolitan urban centres and teachers have accommodated themselves to this ideological stance.

Ontario (Metro)

Teachers in the Metro district were more mixed in their assessments of characteristics of their students. This mix of views reflected the heterogeneous nature of the students they faced on contrast to teachers in Non-Metro districts. some teachers agreed that students were indeed becoming less motivated to do school work. A teacher at Yorkdale School commented, "I don't see my students 'busting' their backs." A colleague at Central School agreed, explaining that part-time jobs by students resulted in, "the obvious lessening intensity with which they approach their school work." A third teacher at Thompson High concurred, although he attributed lack of motivation to home environment.

> I am not sure [he said] of how much support there is [at home] in terms of discussion or even newspapers. You can give them an assignment and three-fourths of them do not get a newspaper.

Another teacher from Thompson reiterated this view and he pointed to the elementary schools as a source of the problem. "You just don't know what you are dealing with", he said. Dissenting, another teacher at Yorkdale pointed out that since, "our school is not in an elite area but next to i, [students] work hard and are really an upward mobile bunch."

The racial heterogeneity of the students in this district resulted in even more diversity in teachers' characterizations. A teacher at Thompson High, the same one incidentally who perceived his students as hard workers, expressed his belief that racism was a problem at his school. "I would not want to be a black in this community", he said. A colleague at Central School expressed similar concerns and pointed to the existence in his school of cliques of different racial groups; Chinese, Indo-Pakistani, West Indian, Italian and Anglo-Saxon. Both these teachers expressed their belief that such racial cliques impaired effective teaching in the sense that antagonism among the groups and different attitudes to schooling made meaningful learning more difficult to achieve.

On the other hand a teacher from Central School, the older, traditional school in the district, perceived the racial mix as a boon to effective teacher.

> When I first cam here [he said] it was all Anglo-Saxon. Today you have a mixture of Chinese kids, Indian-Pakistanis, Italians . . . I like it that way. They feel right at home because you have kids from all backgrounds and stress it.

These sentiments were echoed by a colleague at Thompson in contrast to those of his teacher-colleagues cited above. It is interesting to note that none of the other respondents alluded to racial mix in their general discussion of students' characteristics, an omission that may reflect either ineffective interviewing techniques by this observer, or a belief on the part of the respondents that racial mix was a relatively unimportant factor in their classrooms. Further study would be required to explore to teachers' beliefs on this issue in the context of their own ideology and in the manner in which the issue was

dealt with within the school itself.

Saskatchewan (Metro)

The Saskatchewan group mirrored the beliefs of the Ontario (Non-Metro) teachers in as much as generally they agreed that students had become more apathetic and less willing to work at school. Two teachers at Tache Secondary expressed this view forcefully. One summed up his views by says that students," . . . are really subdued". [Their attitude is] 'you tell me and I will learn it'. They just don't have that drive at all." His younger colleague agreed in pointing out that, "I find that teaching simple skills of showing respect for one another is much harder now. To a degree I have a feeling that students expect more, but are willing to work less for it." A third teacher from Diefenbaker School in the inner core of the city found his students to be ". . . apathetic, not really interested or inventive, somewhat dull and . . . curiously disinterested in current issues . . . "

All but two teachers agreed with this viewpoint, although they were less forceful in their expressions of belief, or held the view that students' apathy had been a bane of teachers' existence at least since the fifth century B.C. The two dissenters from two different schools argued that students were becoming more conscientious and were reading more books.

Like their counterparts in Ontario (Non-Metro) only two teachers expressed the belief that their students were becoming more conservative in either a political or a pedagogical sense. As a teacher at Westwind Collegiate noted,

> . . . in the late '60s and early '70s the revolutionary ethos was sweeping across North America. The Vietnam War was on. The kids at that time were really easy to motivate when you came at them. It doesn't work that well. For instance, the grade 9 class that I have got right now tends to be highly anti-communist, highly consensus-oriented . . . Students now are not generally receptive to learning about innovative approaches. They want the straight goods. They say 'this is what I want, this is what I am going to do'.

However, a third teacher openly disagreed with his former colleague at Westwind. He expressed his belief that students could be either more "conservative" or more "liberal" depending upon the particular community serviced by the school.

> I think [he said] that the students here are quite well read. They are exposed more than other schools than I have been at to the media. If I look at [Westwind Collegiate], where I taught, a relatively blue-collar group of students, [their] ideas were more traditional and right wing and here I find them more liberal and left wing.

Summary

Teachers in all three groups either expressed the belief or tacitly accepted the view that their teaching was unimpeded by pressures of constraints emanating from the community serviced by their school. Most agreed, however, that they believed students' apathy and lack of motivation to be of prime concern. A minority believed that their students were becoming more conservative in political and pedagogical terms and that this development hindered somewhat implementation of innovative approaches.

Racism, as a problem, was expressed only by a few teachers in Ontario (Metro) and even within that district there was a disagreement as to whether or not racial heterogeneity in schools was detrimental to effective instruction. Surprisingly in Saskatchewan (Metro) racial heterogeneity in schools was detrimental to effective instruction.

Surprisingly in Saskatchewan (Metro) racial heterogeneity was not mentioned as either a problem or a positive influence on instruction, despite the fact that the district has experienced an influx of native Indian people. Although officials at the Board office pointed out that teachers were experiencing difficulty in achieving effective instruction of this group at the elementary level, teachers failed to express similar concerns at the secondary level.

Ontario (Non-Metro) teachers in contrast to their metropolitan brethren generally expressed the belief that rural isolation contributed to a general lack of knowledge of the world on the part of their students.

3. Teachers' Profiles

Undergraduate Education (Degrees and Location)

Data regarding academic and professional education and teaching experience were collected by a short questionnaire. These data are presented below in the form of tables with accompanying commentary.

Table 1

Academic Undergraduate Education (Degrees)

	N	Pass B.A.*	% of total	B.A. (Hon.)**	% of total	B.Ed.	% of total
Ontario (Non-Metro)	13	3	23.1	11	84.6	3	23.1
Ontario (Metro)	10	3	30.0	7	70.0	3	30.0
Sask. (Metro)	13	13	100.0	1	7.7	13	100.0

* Pass B.A. is understood to represent the equivalent of a 3 year degree from the Faculty of Arts and Science.

** B.A. (Hon.) is understood to represent the equivalent of a four year degree with subject specialization from the Faculty of Arts and Science. Some teachers had completed the B.A. (Hon.) and/or the B.Ed. degree subsequent to the Pass B.A.

Table 2

Professional Undergraduate Education (Type)

	N	Concurrent B.Ed.	Post-Academic Degree Diploma
Ontario (Non-Metro)	13	0	13
Ontario (Metro)	10	1	9
Sask. (Metro)	13	5	8

INSERT TABLE 3 ABOUT HERE

Table 4

Professional Undergraduate Education (Location)

	N	Univ. of Regina	Univ. of Sask.	Univ. of Toronto	Univ. of West. Ontario	Lake-head	York U.	Non-Canadian University
Ontario (Non-Metro)	13	0	0	11	1	1	0	0
Ontario (Metro)	10	0	0	6	2	0	1	2
Sask. (Metro)	13	9	4	0	0	0	0	0

Commentary

Analysis of the data reveals a few interesting insights. The education of secondary social studies teachers in Ontario differs from Saskatchewan in that the respondents from the latter group lack the highly specialized academic training in the disciplines that characterize Ontario's secondary teachers. Much more emphasis in Saskatchewan or the acquisition of the B.Ed. degree is another notable difference. This emphasis plus the fact that a number of the Saskatchewan group graduated from concurrent programs in teacher education no doubt influences the ideological stances of the two provincial groups. Specifically, the B.Ed. program, especially in its concurrent format, allows for a greater infusion over an extended period of professional courses especially relating to curriculum and instruction and educational psychology. Presumably under such influences teachers could be attuned to a child-centred approach to education. In contrast, Ontario's traditional emphasis on upper level academic courses for "specialist" teachers emphasizes a "disciplines" approach to secondary education. In the interviews that followed, this observer found that in a general way these suppositions were

operative in very subtle ways, such as, for example the Saskatchewan group's more willingness to use the term "social studies" in contrast to its counterparts in Ontario. However, in many instances individual teachers expressed beliefs that belied this dichotomization. Beliefs expressed by respondents relating to reasons for choice of content and methods, for example, revealed that Saskatchewan possessed its share of disciplinary-hard liners and that Ontario, a number of child-centred progressives.

The data relating to location of undergraduate education provided few surprises. The Saskatchewan group naturally enough gravitated about equally to the only two universities available to them. What was mildly surprising and unexplicable was the preponderance of Ontario (Non-Metro) teachers who obtained their academic and professional degrees or certificates from the University of Toronto, in contrast to the more diverse pattern indicated by teachers in Ontario (Metro).

Undergraduate Education (Subject Emphasis)

Table 5

Undergraduate Education (Major* Academic Subject)

	N	Hist.	Geog.	P.E.	Phil.	Pol-Sci.	Econ.	Psych.
Ontario (Non-Metro)	13	8	4	0	1	0	0	0
Ontario (Metro)	10	9	1	1	0	1**	9	0
Sask. (Metro)	13	13	0	0	0	1	0	1

* Major Subject was defined as the subject of emphasis in an undergraduate degree (a minimum of 6 courses).

** Where some respondents indicated a double major, both subjects were tallied.

INSERT TABLE 6 ABOUT HERE

Commentary

Once again the data provided no real surprises. In Ontario, teachers who teach history are invariably history majors, as is the case with geography. Two small anomalies emerged to this pattern. One (Non-Metro) teacher of history held a major in philosophy but listed history as his minor subject and one (Metro) teacher of junior history classes held a double major in physical education and geography. More surprising was the emphasis on history as the major subject of emphasis in Saskatchewan. Although teaching "social studies" Saskatchewan's teachers overwhelmingly approached the subject fro built-in historical frame of reference. It is not surprising, therefore, that the secondary curriculum in place since the 1960s in social studies has reflected this frame of reference and that the "new" inter-disciplinary curriculum met with such opposition from teachers.

In terms of minor subject emphasis one can detect a movement away from the traditional History/English combinations popular in the 1950s to the emergence of social sciences as popular minor subjects during the 1960s when most of these teachers undertook undergraduate studies. What is noteworthy is the fact that Ontario's geography majors generally chose history as the subject of minor emphasis. History teachers, on the other hand, overwhelmingly rejected geography as a subject of minor emphasis in favour usually of another social science. Whether this choice was made in view of the relatively low academic status attached to geography before the renaissance of the subject in

the 1960s and 1970s is open to question. In any case what emerges from the respondents is a group of teachers who offer substantial depth in either history or geography along with main emphasis in a spectrum of social sciences, or in the case of a minority in the humanities.

Graduate Education

Table 7

Graduate Education Degrees

	N	Graduate* Diploma	% of total	M.A.**	% of total	M.Ed.	% of total
Ontario (Non-Metro)	13	0	0	4	30.8	3	23.1
Ontario (Metro)	10	0	0	4	40.0	3	30.0
Sask. (Metro)	13	2	15.4	1	7.7	3	23.1

* Graduate Diploma refers to a one year post-baccalaureate program of graduate level courses in education.

** The term M.A. refers to a degree awarded in an academic discipline. M.Ed. refers to a degree awarded in education.

Table 8

Academic Graduate Education (Location)

	Univ. of Regina	Univ. of Toronto	Univ. of Windsor	U.S. Univ.	U.K. Univ.	Carleton Univ.
Ontario (Non-Metro)	0	1	1	1	0	1
Ontario (Metro)	0	1	0	1	1	0
Sask. (Metro)	1	0	0	0	0	0

Table 9

Professional Graduate Education (Location)

	Queen's Univ.	OISE	Univ. of Regina	U.S. Univ.
Ontario (Non-Metro)	0	3	0	0
Ontario (Metro)	1	2	0	0
Sask. (Metro)	0	0	2	3

Commentary

In analysing their responses to the short information questionnaire one is struck by the profile that emerges of the respondents, viz. one of a highly educated group. In Ontario (Metro) 70% of the respondents possessed a graduate degree, 53.9% in Ontario (Non-Metro) and 46.2% in Saskatchewan (Metro). Such a high proportion of holders of graduate degrees may not reflect, however, a true picture of the teaching forces in the respective districts as respondents tended to be senior teachers. Nonetheless, an impressive array.

What is curious is the tendency for Saskatchewan teachers to prefer an M.Ed. to an M.A. degree. This may be a reflection of the B.Ed. orientation in the undergraduate programs. However, most of the Ontario teachers obtained the M.A. degree prior to teaching. Hence, those who opted for graduate work after commencing a career in teaching opted for the M.Ed. route (invariably like their Saskatchewan brethren in curriculum studies).

In terms of creation of professional graduate education a typical Canadian pattern emerges. The Ontarioans gravitated to their own provincial centre of learning - OISE. Saskatchewan teachers,

reflecting perhaps the western prairie north-south orientation in communication and transportation opted more readily to trek south of the border, usually to Oregon and Colorado. What effects this pattern has on respective pedagogical ideologies is difficult to assess, but certainly the "stamp of OISE" is visible in Ontario's schools.

Teaching and Administrative Experience

Table 10

Teaching Experience (Years)

	N	1-5 yrs.	6-10 yrs.	11-15 yrs.	over 15 yrs.
Ontario (Non-Metro)	13	0	0	6	7
Ontario (Metro)	10	0	2	0	8
Sask. (Metro)	13	1	2	2	8

Table 11

Teaching Experience (Other Locations)

	N	Other High Schools in Prov. Outside District	Other High School Outside Prov.	Elem. School	Univ. (Part-Time)	Priv. School	Outside Canada
Ontario (Non-Metro)	13	8	1			1	
Ontario (Metro)	10	1	0	1			3
Sask. (Metro)	13	6	1	3	1		

Table 12

Administrative Experience (Posts)

	N	Dept. Head	Ass't Dept. Head	Consul-tant	Princi-pal Elem. School	% with Administra-tive Exp.
Ontario (Non-Metro)	13	11	0	0	0	84.6
Ontario (Metro)	10	4	1	0	0	40.0
Sask. (Metro)	13	6	0	1	2	69.2

Table 13

Administrative Experience (Years)*

	N	1-5 yrs.	6-10 yrs.	11-15 yrs.	Over 15
Ontario (Non-Metro)	13	7	0	3	1
Ontario (Metro)	10	0	3	2	0
Sask. (Metro)	13	4	0	3	2

* Number of years experience includes experience at all levels of administration.

Commentary

As a general observation one is struck by the fact that the respondents represented a very experienced group of teachers. This fact leads to two suppositions (i) that there has been a lack of infusion of new blood into the systems with a consequence of emergence of the problem of teachers' re-generation of energy and innovations and (ii) that the ideological stances of the respondents were firmly established. Subsequent interviews confirmed in general terms both of these suppositions. Mobility had been a characteristic of many of the respondents, especially in Ontario (Non-Metro) and Saskatchewan

(Metro) resulting in a wealth and variety of experiences. Moreover, a few of the Saskatchewan group brought with them experience in an elementary school in the country, a phenomenon almost totally lacking in the Ontario group. However, the mobility of the respondents had occurred in the past. In both Metro groups teachers had gravitated from posting in the hinterland or abroad to the "Mecca" of the cosmopolitan centre and then stayed put. In Ontario (Non-Metro) teachers had either moved in the past from a cosmopolitan centre for reasons of promotion or from various centres to their present posting which afforded them an amenable teaching or living environment. In any case the mobility of teachers characteristic of the 1960s and 1970s has ended in the 1980s with its problems of declining enrolments and financial constraints.

The respondents also represented a considerable body of administrative experience. The Ontario (Non-Metro) group had accumulated considerably more administrative experience than their Ontario (Metro) counterparts. This could be the result of a number of factors: (i) the opportunities for promotion in Ontario (metro) are fewer in view of the large number of teachers, bigger departments and reluctance or inability of department heads to move, (ii) the opportunities for promotion was greater in (Non-Metro) areas during the 1960s and 1970s in times of expansion.

III. THE CURRICULUM AND GLOBAL ISSUES

1. Teachers' Autonomy and the Curriculum

The Curricular Documents

Having examined the context for teaching and the educational and experiential characteristics of the respondents, this observer proceeded to explore teachers' beliefs about their relationship to the curriculum dealing with global issues.

"Canada and global issues" or, more accurately, content related to Canada's international relations, is studied in Ontario in history courses mainly at the grade 9 or 10 level and in geography at grade 9 or 10, in Saskatchewan in grades 11 and 12. An examination of the appropriate Ministerial guidelines for these courses reveals that, although certain broad themes or content areas are mandated, considerable flexibility is allowed for teachers in determination of degree of depth of study, allocation of time for teaching and in methods of teaching.

For example, Ontario's History Curriculum Guidelines for the Intermediate Division (1977) establishes two core areas for teaching, both very wide in scope, viz. "Government and Law in Canada" and "Contemporary Issues". In teaching the latter teachers are to focus on an issue in one of the four sub-areas mandated i.e. (i) English-French relations, (ii) Canadian-American relations, (iii) issues of concern to the world on Canada. Within this scope, however, teachers were expected to focus on values embedded in the study of the chosen issue. The Ministry offered these directions.

> Since the adolescent is interested in values and in the meaning of life, the program should also provide situations

> that involve the investigation of values, value conflicts and value systems and the raising of value questions (p.4).

The document proceeds to elaborate specific objectives in teaching issues, viz.

> (i) to recognize that various events, issues and areas of concern, however different, are nevertheless related,
>
> (ii) to understand that contemporary issues have roots in the past, . . . a present focus and implications for the future,
>
> (iii) to develop and use an appropriate process for analyzing issues.

These directives aside, however, the tenor of the Guidelines reflects a curricular design that is non-prescriptive, considerably open-ended and adaptable to local needs, interests and resources.

The Curriculum Guideline for the Intermediate Division Geography (1977) reflects a similar intent. For example, the course on Canada, taken either in grade 9 or grade 10. This intent is made clear in an introductory section which says in part,

> [the courses] provide opportunities to acquire a basic understanding of the ways in which people interact with their environments in all areas of the world. Each course states the objectives for a year's work. The core statements, however, should not be interpreted as the only objectives. Descriptions of courses provide suggestions to assist planners in identifying and achieving additional expectations beyond the core program. This flexibility will allow the development of unique courses while maintaining balance (p.3).

In terms of "core content" the Guideline suggests broad parameters of study. For example, in dealing with Canada's international relations the Guideline suggests that, "Topics for investigation might include: (1) conflicting interests . . . (2) foreign investment and (3) foreign aid (p.31). On the question of values the Guideline, like the document in History, underscored their

importance in these terms:

> The teacher's task is to assist students to recognize and deal with value issues in a positive way. This will require identification issues that are inherent in all studies about the human use of the earth, and the presentation of material so that alternative choices and their consequences become apparent (pp.43-44).

In summary, the Guideline in geography reflected the relatively non-restrictive and open-ended approach to the delineation of content. The two documents however, differed slightly in that the geography Guideline placed slightly more emphasis on disciplinary skills. Curiously, in the light of subsequent interviews with teachers, both documents specifically direct teachers to deal with issues and values in the classroom, without recommending a particular approach.

In Saskatchewan the social studies curriculum has been in a state of flux since the acrimonious debates over the introduction of the new interdisciplinary secondary courses in the 1970s. As a result of the bitter divisions of opinion among teachers over the relative merits of the "traditional" and the "new" curricula, schools were allowed to offer either or both on the basis to teachers' choice. The respondents in this study were currently teaching the "traditional" grade 11 or 12 course, although a few had also in the past taught the "new" grade 11 course which is entitled "Man and the World: Cross-cultural Studies". However, for our purposes, analysis of the "traditional" curriculum is appropriate in view of the fact that all the respondents at the time were teaching under the rubric of that document.

The circular document for grade 11 (1962) reflected the Ministry's traditional interpretation of social studies as history, as the guide points out:

> In Saskatchewan the term social studies was first adopted for grades I to VIII in 1941 and for the high schools in 1946. The social studies courses which are outlined in the following pages reflect the twentieth c century approach to history which takes into consideration related geographic, political, economic and social facts. Each of these related areas forms the subject matter of a discipline in its own right, but all are integrated with history (p.5).

Unlike Ontario's guides, and reflecting a philosophy current among curriculum developers in Canada during the 1950s and 1960s, the Saskatchewan guide provided a greater elaboration of specific content to be covered. With respect to global issues the guide spelled out in some detail the content of a unit organized according to historical themes, dealing with the modern world since 1945. The guide indicated "a suggested period of time" for its study, viz. seven weeks (p.10).

Again unlike Ontario's guides, the Saskatchewan document made only a passing allusion to values and issues. The major focus of the document was historical-mindedness, expressed in these terms:

> It is important for students to understand the broad underlying forces which influenced the development of the major nations, their struggle for security, and their growing appreciation of the need for world co-operation. Of great significance, too, is a knowledge of the great leaders who, through their dedication to a cause, were instrumental in changing men's minds to new courses of action. From time to time during the course it would be useful, through discussion, to clarify the main issues confronting democracy today . . . (p.9).

In summary it can be said that Saskatchewan's guide at face value appears much more prescriptive in tone than Ontario's with a very heavy emphasis on historical content. However, as we shall soon discover, Saskatchewan's teachers did not at all believe that they taught under the heavy hand of prescription.

2. Teachers' Beliefs About Curricular Autonomy

Ontario (Non-Metro)

All of the respondents in this group expressed their appreciation of the lack of prescription from Ministry guidelines, district resource guidelines and departmental courses of study. For example, teachers from all three schools in Woodlands District expressed the belief that, within the broad parameters of the Geography Guideline, they were free to pursue in depth topics of interest to them and their students. All agreed that the Guideline and its fleshed-out district document was not at all threatening. A teacher at Spruce Grove School, a head of department, offered these comments:

> We try to match the interests of the people here and the resources we have and try to come up with the best course. If something doesn't interest us and we don't have the resources, we just do not do it. We look at the guidelines from time to time.

Teachers in Lakeland district all agreed that the Ministry's History Guideline was "not very prescriptive", nor were ministerial and local resource booklets. Only one teacher at Lynwood School offered a mild demurral in suggesting and "[the Guideline] is prescriptive in that you don't have enough time to do justice to one section." However, a teacher at Mackenzie School disagreed by saying, "The guidelines from the Ministry are there, but the time allocation is pretty much up to the teacher . . . I really feel free to do what I want." Indeed the head of department at Glenrose School expressed forthrightly the view that he and his colleagues strayed beyond the parameters of the Guideline in terms of selection of content and allocation of time.

> I get the feeling [he said] that we play a little fast and loose with [the Guideline], but I find in talking

> with other people that we stick to them a lot closer than they do in that we do all the compulsory units . . . .
>
> We probably spend more time on recent history and present global issues than a lot of other schools. Where we really slough it off is in the last two units on the French-English and Canadian-American relations. We really skim [them] . . . .

Teachers in Bay River district agreed. A teacher at Penhurst School went so far as to say unabashedly:

> I think we are down to the point where we spend one-third of the year teaching what the Ministry thinks we are teaching all year . . .

A colleague at the rural South Point School agreed that the Guideline offered considerable freedom for teachers, but he believed that the Guideline was ". . . too vague, it is difficult even to interpret the statements."

Ontario (Metro)

All of the Metro teachers agreed with the beliefs expressed by their colleagues in the hinterland. They tended, moreover, to be more open in praise of the district's supplemental guide and resource materials. Two teachers at Thompson High were profuse in their praise. As one put it ". . . the district guide is excellent. We have sixteen schools working from that. It really does the job . . ." Another at Peavy C.I., a department head, commented that, ". . . [the district guide] is an excellent piece of material and it also helps us to re-think lesson objectives and evaluation techniques.

Saskatchewan Metro

Despite the more specific and apparently prescriptive nature of the Ministry's guidelines Saskatchewan's respondents, with minor exceptions, believed themselves very autonomous in their teaching. Moreover, no district guidelines were extant and departmental

guidelines were viewed as helpful rather than inhibiting. As one teaching at Diefenbaker School put it, "I don't feel restricted at all. Since we have accreditation* nothing inhibits us". The head of department at the same school echoed these views and pointed out,

> Each departmental member is autonomous except that we make targets that we want to hit. We say what we want to cover in each grade. Other than that . . . there is autonomy, no common exams.

A younger teacher at Diefenbaker pointed out what perhaps many respondents were reluctant to admit when he observed, "I can't say that I have looked at [the Guide] for years. It is not prescriptive." While in general agreement with his co-respondents on the matter of non-prescription from ministerial dictates, a teacher at Wheatlands School expressed appreciation of a laissez-faire attitude on the part of the district administration.

> The Board [he said] seems to be quite open to allow teachers to work in the areas in which they feel confident because they place a great deal of confidence in us.

However, another more experienced teacher at Westwind Collegiate demurred and perhaps he was sounding a warning of portents in the wind.

> We are now in this school district [he observed] being asked for the first time in ten years to state our objectives as a teacher. We are getting into this whole area of developmental supervision. That is accountability and it is plain politics . . ."

This observer did pursue the matter of supervisory practices with an assistant superintendent and he agreed that the district was about to

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* Accreditation refers to the practice in Saskatchewan since the late 1960s of exempting from departmental grade 12 examinations, students of those teachers who have demonstrated competence in teaching and have successfully completed accreditation seminar jointly sponsored by the Ministry and the S.T.F. in their subject specialty.

embark on "improved supervisory procedures". What this proposal means in terms of curricular prescription of course is anyone's guess. In conclusion then, warnings aside, the Saskatchewan (Metro) group were of a united view that, within very broad parameters, they enjoyed considerable freedom in curricular decisions.

Summary

In discussions with teachers there emerged a picture of a group of teachers who are very satisfied with the degree of autonomy they possess in curricular decisions. They wished in no way to return to the old days of detailed ministerial prescriptions. Moreover, what minimal prescriptions existed were based on disciplinary frames of reference that appeared to be congruent with those of the respondents. The respondents particularly enjoyed their freedom from the albatross of ministerial examinations and expressed a confidence that they were meeting the needs of their students as well as meeting provincial goals. Admittedly this group of respondents was very experienced. Whether of not a less experienced group would respond in a similar vein is open to conjecture.

3. Teachers' Selection of Content Related to Global Issues

Having determined respondents' beliefs about the degree of autonomy they possessed this observer proceeded to determine the choices and their reasons relative to (i) selection of content, (ii) balance of skill, content and values objectives, and (iii) teaching methodologies. Hence teachers were asked on the the questionnaire to indicate the amount of time they allocated for global issues and which global topics they priorized in terms of in-depth study. Responses were computed in the following tables.

Table 14

Teachers' Allocation of Time on Global Issues

	N	Grade	Year/Semester	1-2 months*	less than* 1 month
Ontario (Non-Metro)	13	9/10	0	9	4
Ontario (Metro)	10	9/10	0	7	3
Sask. (Metro)	13	11/12	2	5	6

*Or the equivalent proportion of time in a semester.

Table 15

Teachers' Priorities of Topics (First 3)

	Can-U.S. Relations	Canada Defence Policy	Trade with Third World	Peace-keeping	Environment	Multi-National Corporation
1. Ontario (Non-Metro)						
1.1. Woodlands	1		2			2
1.2. Lakeland	1	2	3			
1.3. Bay River	1	2		3		3
2. Ontario (Metro)	1	2		3		
3. Sask. (Metro)	1				3	2

Commentary

As a general comment one could say that, given the myriad of objectives required of the grade 9/10 history or geography courses in Ontario and the 11 and 12 social studies courses in Saskatchewan, the topic, Canada and global issues, generally received adequate coverage. This was particularly true of the history group in Ontario. The geographers, because of time constraints in their curriculum, generally allocated less than one month on the topic. Some history teachers shared this allocation for reasons that will be discussed below. The Saskatchewan teachers' divergence of views on allocation generally reflects one of two factors, viz. (i) a commitment to global issues of these teaching the grade 11 World History course, or (ii) limited opportunities for in-depth study of global concerns for these teachers of the survey of Canadian history in Grade 12.

Not surprising was unanimity on the importance of teaching Canadian-American relations. Not surprising as well was the fact that history teachers in Ontario chose Canadian defence policy as their

second priority, whereas Ontario's geographers selected "Trade with the Third World" or "Multinational Corporations" in the second position. Among the different schools in Ontario the historians accorded to third place either "Peacekeeping", "Trade with the Third World" or "Multinational Corporations". Reasons for this choice rest likely with more general considerations discussed in the analysis of interviews below. The Saskatchewan emphasis by history teachers on "Multinational Corporations" and the "Environment" is a puzzle, but perhaps reflects the group's willingness to deviate from the curriculum to deal with emergent issues (see below).

Ontario (Non-Metro)

When asked to explain reasons for their priorization, this group of respondents generally offered two main reasons, (i) the resources and texts available and (ii) their personal interest. As one geographer from Forest Heights School, Woodlands district, put it:

> If a resource comes in that we think is usable we sit down and develop a unit around it.

Another geographer from Riverview High, Bay River, concurred,

> I would say [he observed] that if I have a T.V. program that is recent, with good sound and colour and is on a topic I can use, then it will lead me in a certain direction.

Some historians agreed, as one from Lynwood School, Lakeland, said, "a lot depends on resources." Other teachers made it clear that their own personal preferences dictated their choice:

> My own priority of interest affects this choice; (history teacher, Lynwood, Lakeland);
>
> I am not big on wars and defence, things like that (geography teacher, Shackleton, Woodlands);
>
> Materials and personal perspective influence priority of topics (history teacher, Penhurst, Bay River).

A fewer number of respondents cited student interest and dictates of the curriculum as prime reasons for their choice. One history teacher from Penhurst School, Bay River lamented the lack of emphasis on development in his own classes, but as he put it,

> Maybe it is the area. We are in a rural setting. It is not a place where every so often someone talks about world development. It is not a big deal around here.

Another history teacher, after giving the matter some thought, from Lynwood School, Lakeland, questioned the desirability of dealing with global issues at all, as she pointed out:

> A lot of these topics are overwhelming for grade 10s. I certainly can't come up with the answers on how much we should aid developing countries . . ."

Interestingly enough, one other respondent, from Saskatchewan, a serious, thoughtful teacher, echoed these sentiments exactly.

Ontario (Metro)

This group of respondents, historians all, disagreed with their colleagues in the hinterland. They selected as their top reasons (i) students' interests and (ii) dictates of the curriculum. However, personal interest was cited as the next top reason. The explanation for these reasons appears two-fold viz., (i) the cosmopolitan nature of the student bodies in these schools perhaps may have made teachers very sensitive to accommodating students' interests and (ii) the highly regarded district guidelines, rich in resources may have affected prioritization of topics. Some of the respondents expressed their reasons in these terms:

> Despite the fact that the kids are relatively weak, a lot of them are conscious about what is going on around them and I think we should play into that, (a teacher at Thompson High);

> At the end of the year teachers hash out the course in terms of what has interested students. Based on that meeting we sit down with all the teachers and emphasize certain units in more detail, (a colleague at Thompson High);
>
> the topics are pretty well laid out in the district guidelines, (yet a third teacher from Thompson);
>
> More than anything else it is the curriculum but fleshed out by the school, (teacher at Yorkdale School).

Saskatchewan (Metro)

This group of respondents was much more diverse in reasoning about priorization of topics. In about equal numbers the respondents cited (i) students' interest, (ii) personal interests and (iii), in contrast to Ontario, responding to current issues. Some sampling of comments:

> The issues I choose are pretty much dictated by what is going on in the world today, (younger teacher from Wheatlands School);
>
> My military experience influences the choice of topic, (teacher at Riel School);
>
> It varies as to what is in the wings. This year very much emphasis is being put on military affairs and some of the military crises that have arisen, (teacher at Tache Secondary);
>
> The department agreed that learning should be interesting. It should have intrinsic meaning in and of itself. The whole argument, 'It will be good for you some day in the future', is just crap, (teacher at Westwind Collegiate).

Summary

It appears among the respondents that there is considerable interest in teaching about Canada and global issues. However, there are variations as to time allocation and priorization of topics and that reasons for these variations seem to reflect in part at least

disciplinary orientations (history and geography), personal interest in topics, degrees of sensitivity to students' need, the availability of materials set within an attractive curricular guideline or resourcebook and finally, a willingness to be able to "depart from the script."

4. Teachers' Beliefs About 'Content' Versus 'Process'

In probing further the question of how respondents' exercised their curricular autonomy, they were asked to explain where their emphasis lay in determining a balance between teaching 'content', a knowledge, and 'process', or skills and values. Initially almost all of the respondents stated that they weighted equally their emphases on knowledge and skills. In elaborating their answer, however, some respondents shifted their position and came down quite heavily on one emphasis. A few, a very few respondents, stated that values or issues resolution was the most important component of their teaching. Furthermore, what is interesting are the variations in emphasis among the three main groups.

Ontario (Non-Metro)

For the geography teachers in this group the question of emphasis was readily answered in terms of an equal balance between knowledge and geographical skills. These respondents believed that their curriculum guide provided this balance and they were most comfortable with it. For them, there was not question that the matter of values, or issue resolution was of lesser importance. Most of their colleagues in history agreed. As the head of department at Mackenzie School in Lakeland observed, "I guess what is important is the process of selecting information without denying for a moment that information

is absolutely essential." Another head of department at Glenrose School in the same district agreed, although with the following caveat, "I am more concerned with emphasizing concepts with weaker students in a concrete way." Perhaps a teacher at South Point High, Bay River, summed up the consensus in these terms:

> Teachers are really comfortable with knowledge and they know more than the kids. They also have the skills, but they don't teach them to the kids. The kids are supposed to learn them by osmosis or something.

Ontario Metro

This group of respondents generally agreed their emphasis was about equally divided between knowledge and skills, as reflected in their district's guidelines. All but one failed to indicate as equal emphasis to the values-issues resolution domain. As a teacher at Thompson High stated

> [Students] still want the traditional, chronological approach and we try to give it to them. . . it is hard for both parents and students to relate to the thematic approach.

The department head at Yorkdale School agreed but added,

> I would say that we probably emphasize the skills more with the general* (non-academic) students and not worry quite so much about the information.

One teacher at Thompson who taught general students almost exclusively disagreed with the knowledge/skills balance and his comments reflected his commitment to serving the interests of the non-academic student.

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* In Ontario the term 'advanced' is used to designate academic or 5 year students, 'general', non-academic or 4 year, and 'basic', non-academic, 2 year students.

> Curriculum [he said] is the least important aspect to what I am doing in the classroom . . . the most important things are: skills, developing attitudes and better behavioural patterns . . ."

Saskatchewan (Metro)

This group of respondents tended to be a lot more vocal on this question. Indeed, at times considerable heat was generated, perhaps in view of the ideological battles of the 1960s and 1970s between the "traditional historians" and interdisciplinarians over this very question. As a result, responses were polarized although a minority did agree that 'content' and 'process' should have equal balance. Among the 'old hands' there was not doubt that students' acquisition of historical knowledge was of prime importance. Even one of the 'process-oriented' pioneers of the 1960s had become convinced of this view when he said,

> Process is fine, but we also expect a lot of content. You know the old thing about "a pooling of ignorance." Kids ask for more content.

The proponents of emphasis on skills also subsumed values and issues-resolution within their interpretation of skills. Their comments were very pointed as indicated by the samples below:

> I think that teaching thinking is more important than teaching facts and figures, (teacher, Riel School);

> I think [students] need concepts. I don't think they need history. History can illuminate a concept very nicely, for example, the concept of revolution. We look at the French Revolution, but we are not grinding them through the whole spiel just for this. We use it as an example to show similarities in revolution, (junior teacher at Diefenbaker School);

> I'm not sure that the great long historical evolution is necessary. I am less sure of the necessity for understanding historical processes than I was four or five years ago, (another teacher at Riel);

> I remember how in grade 11 the very first time we though we would have to cut content because we wanted to do a simulation on World War I and somebody said, 'let's cut Mussolini'. I remember us all sitting around thinking that the world would never be the same if the kids didn't know about Mussolini. But once we got rid of Mussolini we never looked back, (teacher at Westwind Collegiate).

Summary

Generally respondents readily expressed their belief in the necessity for a balance of treatment of knowledge and skills. Not surprisingly, in view of curricular designs, few expressed the belief of the necessity for equal emphasis on values - issues resolution. In Saskatchewan, however, the question polarized respondents and the reasons for that polarization lie with conflicting ideological stance. The reasons for these differences perhaps became evident when this observer explored teachers' beliefs about influence on their own teaching behaviour (see appropriate section below).

5. Teachers' Selection of Methodologies for Teaching

Table 16

Teachers' Selection of Methodologies for Teaching (First 3)

	Role Play Simulation	Lecture	Question and Answer	Class Discussion	Group Work	Independent Study
1. Ontario (Non-Metro)						
1.1. Woodlands			2	1	3	
1.2. Lakeland			1	2		3
1.3. Bay River			1	1		3
2. Ontario (Metro)	3		1	1		
3. Sask. (Metro)		1	3	2		2

Commentary

Respondents were asked to state their choice of most frequently used methodologies in their classroom. Table 15 reflects the rankings. There was no question that the vast majority of respondents favoured expository methods of teaching. Methodologies that were student-centred, such as group work, independent study and simulation and role playing were less frequently chosen. It could be argued that class discussion is indeed student-directed, but respondents made it clear that they construed class discussion as teacher-initiated and directed. What is somewhat surprising is the emphasis in Saskatchewan on the lecture, a method that is virtually taboo in Ontario. This dichotomy may in part be explained by the fact that the respondents in Saskatchewan construed the term "lecture" to mean a combination of teacher talk and questions to students, with a preponderance of talk. Ontario's respondents, however, interpreted lecture in the sense of the professorial monologue. Moreover, the Saskatchewan group was engaged in teaching senior grades while the Ontario group was dealing with students in grade 9 and 10 and often of the non-academic variety whose capabilities for listening to an academic exposition were limited to say the least.

Ontario (Non-Metro)

The reasons respondents expressed for choosing methodologies almost invariably involved the needs and interests of their students. The Ontario (Non-Metro) group reflected this perspective. All teachers stated that student needs, in some for or other determined their choice of methodologies. Some sample comments:

> I stress notes on the board, handouts and work-sheets, especially with world problems. The grade

tens I keep close to the textbook; it is their security, (teacher at Lynwood School, Lakeland);

I prefer discussion. It is more conducive to learning, (head of history at MacKenzie School, Lakeland);

I grade 9 we try to throw in as many group and simulation exercises as we can to break up the monotony, (head of geography, Forest Heights, Woodlands);

I think variety is the spice of life. You have to change your methods to fit the situation, (history teacher, Glenrose School, Lakeland);

I think the best way to get content is the old 'Socratic' method as opposed to lecture, which of course the grade nines will not stand for, (history teacher, South Point High, Bay River).

Some respondents, a very small group, however, tempered their explanation with reference to the nature of the teacher, or individual preferences or the nature of the curriculum. For example, a young and enthusiastic department head of geography at Forest Heights, Woodlands said:

. . . here because we are young and somewhat innovative we use group work and simulation as much as we can.

Another teacher at Mackenzie in Lakeland in a blunt and straight forward fashion declared that what determined methodology was, ". . . the resources that were available to the students." other respondents expressed their preferences by pointing out why they did not employ certain methods.

I have done a lot of role playing in the past . . . but I have always found that when the teacher was looking the students would work and then as soon as the teacher went somewhere else they would start fooling around . . As far as group presentations are concerned, I always found it . . . a nerve-wracking experience, (head of history, Lynwood, Lakeland);

[Simulation] is something I don't have experience with and if it is something new and you are not sure of it, you tend to do it when you have everything else done, and in grade 9, you never get everything else done, (geography teacher, Riverview, Bay River).

The head of history at Lynwood also pointed to evaluation as an important factor in choosing a method as she said,

> The parents live by [evaluation], as do the teachers. No matter was we say, we are teaching to increase understanding or analysis. We are still teaching to evaluate, to score, to grade and to classify.

Ontario Metro

The metropolitan respondents agreed with their rural colleagues that the interests and abilities of students were the chief criteria for their choice of methodologies. They differed, however, in that more of them were inclined to use simulation and role playing in meeting student needs. Perhaps the fact that these respondents dealt with more 'general' students influenced their choice. Many of them certainly believed that general students found it difficult to learn from expository techniques, as is evident from some of the comments:

> I wouldn't go past ten minutes of talking to [the students], (history teacher at Thompson High);

> I like the students to interact and feel good about themselves, to have an input. I try to avoid running [the class] as a teacher-directed type lesson . . . I guess it is just a belief and I feel that they learn better, (younger teacher at Thompson);

> [the key factor] is obviously the attention span of the students. If I do all the work then the tendency is for them to become passive . . . students just don't have the energy or the level of sophistication to listen. You can barely keep them going for five to ten minutes, (younger teacher at Yorkdale School).

However, in spite of substantial support for the use of group processes and simulations, a majority of this group of respondents relied heavily upon expository methods in their repertoire. As a senior teacher at Central School observed,

> I suppose a lot of teachers use [them] possibly because of a sense of security, control and the fact that you can direct easily where you want the students to go.

Another experienced teacher at Yorkdale disdained the use of simulation-type methods in observing,

> We have a heavy workload to get through, a very thorough program and I sometimes think that the makers of a game should realize that you can't spend three periods on playing a game in which the same information can be easily covered in twenty minutes or less.

Saskatchewan (Metro)

Like both Ontario groups the respondents from Saskatchewan tailored their teaching methodologies to meet student needs and like their eastern colleagues they tended to use expository more often than not. Most employed a blend of lecture, question and answer and class discussion most of the time. AS a senior teacher at Diefenbaker School pointed out:

> I don't want to lecture too much or too one-sidedly and I do attempt to involve the students as much as possible. Whatever answers they come up with, that governs me in the continuation of the class dialogue . . .

A few of the expository-oriented teachers pointed out their dissatisfaction with methods like simulation:

> They are very time consuming. They are a lot of work and have to be conducted in a very controlled situation, (teacher at Richmond Secondary);

> I found out that only a small percentage of the class really gets into [a simulation] and the rest just think it is a game without any meaning, (head of history at Tache).

In keeping with Saskatchewan's penchant for polarity a very few respondents strongly advocated such methods. A teacher at Westwind Collegiate saw their value in these terms:

> . . . kids can't really understand international relations until they have some way of saying, 'Hey, I tried to be the chancellor of Germany and I tried to solve some of the problems that he dealt with. Now I understand a little better what it is about'.

A colleague at the same school concurred and added:

> . . . It is partly age too. I just don't have the adrenalin to stand up there and be the guest performer and go home and read Will Durant and get all those neat little facts all written in the margin of my notes and file them in at the right moment and have [the students] all laugh and remember the points.

Perhaps another at teacher best summed up the beliefs of a majority of the group in the explanation that,

> If there is a class that is interested in discussing and exchanging knowledge rather than ignorance . . . then I will use many more 'open techniques'. If, on the other hand, the class is very limited in its perspective and I can't get [the students] to broaden it, then I tend to narrow the technique down to more emphasis on lecture and textbook.

Summary

Although the overwhelming number of respondents cited student needs and interest as the chief criterion for choosing methods of teaching, their comments reveal a variety of factors at work including beliefs about curricular or disciplinary constraints and beliefs about the necessity for maintenance of control in the classroom. Only rarely, however, did these subterranean beliefs surface and then only fleetingly. What did emerge, however, was a general, but not universal, tendency of those teachers who were 'process-oriented' in their approach to be also 'student-centred' in their selection of teaching methodologies.

IV. TEACHERS' BELIEFS ABOUT INFLUENCES ON THEIR TEACHING

1. Introduction

Having examined teachers' explanations of their curricular decisions this observer went on to explore respondents' expression of beliefs about the impact of the following on their teaching: (i) travel, (ii) academic education, (iii) professional education, (iv) professional experience and (v) supervision. From these data it was hoped that a picture would emerge of the reasons for the ideological stances of individuals and groups.

INSERT TABLE 17 ABOUT HERE

Befitting teachers of social studies the respondents represent a well-travelled group which was attracted mainly to Western Europe usually for reasons of family ties, or historical or geographical interest arising from the respondents' own academic education. The Soviet Union appeared to be the next favourite attraction with other regions of the world lagging behind. With two exceptions, the Pacific Rim region and South East Asia remained unvisited.

In attempting to discern the impact of travel on approaches to teaching the interviewer had to keep in mind (i) the scope of travel and (ii) the length of each visitation, and with respect to both of these criteria there was a great range among the correspondents. For example, one geographer at Shackleton School, Woodlands, was a prolific traveller, visiting the Caribbean, Western Europe, the British Isles, the U.S.S.R. and Japan during various holidays. Similarly, a history teacher from Lynwood, Lakeland, travelled summers

teaching students on a "ship's school" which visited Western Europe, the British isles, North Africa, the Mediterranean and, on occasion, Mexico and Central America. Other respondents had remained abroad in one location for one year or more. For instance, one teacher at Glenrose, Lakeland served with a volunteer agency for international development in Africa. Another from Peavy Collegiate, Lakeland, Ontario metro, spent one year in Aden while fulfilling his commitment to national service in the U.K. Those respondents with considerable experience overseas all indicated that such experiences greatly influenced their teaching, whereas others with much less experience abroad discerned very little impact.

This dichotomy was revealed in discussions during interviews. Those whose visit abroad had been generally of limited scope or short duration indicated that travel had little or no effect on their teaching. Most of the experienced travellers on the other hand, indicated that their travels enabled them to enrich their lessons with a proliferation of slides and personal anecdotes and insights. Some of their comments are interesting.

> [the influence of travel] is very extensive in geography and history too in that I am always flushing back to an incident which happened . . . in geography there certainly is an influence in that I have thousands of slides, (younger teacher at Thompson High, Ontario Metro);

> Travel effect teaching: (i) you tend to spend more time on things you are familiar with and (ii) you drop your mask of objectivity and openly tell student . . . 'here is my personal impression that you can compare with the text', (teacher at Mackenzie School, Lakeland);

> I don't think travel affected me conceptually, but certainly in terms of materials such as slides, experiences, stories. Travel was valuable from that point of view, (teacher at Central School, Ontario Metro).

Both the more experienced and less experienced travellers expressed the belief that travel at times affected their political views and their perspective of the world. For example, a few were struck by the people they met. One seasoned traveller described the people he met in the U.S.S.R. as "a very cold people". Another commented, ". . . you get a different feel for the European mentality, far different from the North American". A respondent relating his experiences of a summer trip to Western Europe recalled,

> I had to travel on a fairly low budget which meant that I really had to mix with the population . . . I have the attitude that people are pretty much the same everywhere.

Three experienced travellers suggested that their visits to exotic lands had an impact on their political views. As one of this group described it:

> Travel probably sharpens or reaffirms your political views. The trip to Guatemala sharpened my prejudices about Central American dictatorships. Travelling to Russia moved me to the right and travelling to Guatemala moved me to the left in various ways.

Two others who had spent considerable time in the Middle East experienced a shift in their awareness of the problems of that troubled region. For example, the ex-British conscript explained:

> I am very fond of the Arabs who were very generous and I am very much aware of what it is to be like a minority, like the Jews in Aden.

A colleague in the same district described a similar experience:

> [the Middle East] is so complicated because you take a lot with you on what you have read but when I was there I was staying with a friend . . . who had a huge library on Arab-Israeli stuff and she was very pro-Arab. I guess I got to see a little more of the Arab perspective . . .

Finally, one teacher in Lakeland district who had served with a

volunteer aid agency overseas, declared that experience had, "a tremendous impact on my view of the world and my view of teaching."

In conclusion, one could say that definitely travel experience of sufficient scope and depth did have an impact on the intellectual frame of reference of some of the respondents which could affect the way they taught global issues. However, one cannot say for certain that this same group of respondents were also those who stressed teaching of global issues more than their less travelled counterparts. There were too many other factors at work influencing such a decision. However, in analyzing these responses one can understand how well-travelled teachers from rural districts were frustrated by the "unworldliness" and parochialism of their students.

2. Academic Education

Table 18

Year of Graduation, B.A. or B.Ed.

	N	1955-59	1960-64	1965-69	1970-74	1975-79	1980-
1. Ontario (Non-Metro)							
1.1. Woodlands	3	1		2			
1.2. Lakeland	6	1	2	3			
1.3. Bay River	4			3	1		
2. Ontario (Metro)	10	2	3	2	1	2	
3. Sask. (Metro)	13	1	4	4	3	1	
TOTALS	36	5	9	14	5	3	0

Table 19

Courses Taken Relating to International Relations

	N. of teachers taking I.R. courses	Eur. Dipl. Hist.	Int. Econo-mics	U.S. Policy	Can-U.S. Foreign Relations		Common-wealth	Third World	Interna-tional Relations
1. Ontario (Non-Metro)									
1.1. Woodlands	1			1					
1.2. Lakeland	3		1	1		2			2
1.3. Bay River	2		1			1			
2. Ontario (Metro)	6		3		1		1	1	3
3. Sask. (Metro)	4		1	1		2			1
TOTALS	16		6	3	1	5	1	1	6

Commentary

In interviewing the respondents this observer asked, "to what extent did your academic education influence your teaching of global

issues?" In view of the above data perhaps the paucity of replies was not surprising in as much as, (i) the respondents' academic education was somewhat dated (77.8% of the respondents had completed their undergraduate education prior to 1970) and (ii) less than half had taken an academic course related to international studies. Consequently, the interview expanded into a discussion of the general influence of academic education on teaching methodologies and curricular decisions.

However, even with this broadened scope eighteen of the thirty-six respondents could recall nothing in particular from their undergraduate or graduate academic education that directly influenced their teaching. One Ontario (Metro) teacher even went so far as to say that his undergraduate academic education, "was not much help." Of those who expressed the belief that this education directly influenced them in the classroom, equal numbers cited the following influences: (i) such education engendered a commitment to a scholarly discipline or disciplinary school of thought; (ii) one particular course had an impact on the individual's ideological stance: (iii) an excellent professor served as a model for instruction.

Ontario (Non-Metro)

This group of respondents followed the above patterns in their responses. However, the history teachers discerned far more influences from academia than their colleagues in geography. Of the four geographers in the group only one, at Forest Heights, Woodlands, expressed an awareness of the impact of his academic education when he asserted,

> I think in geography I am more of a physical determinist. I think the courses I took with [names professor] tended to relate whatever went on in the everyday world back to the power of the physical.

Those of the history group who cited impacts of programs on their academic ideology included these comments:

> The academic program did make me somewhat of an economic determinist, (teacher, Mackenzie School, Lakeland);
>
> I was influenced by the undergraduate stress at the University of Toronto on scholarship, especially stress on critical and independent thinking, (head of department, Mackenzie);
>
> I think I came out much more an academician than I am now, (teacher, Penhurst School, Bay River).

Teachers who cited the impact of a course or courses did so in these terms:

> The most important courses of influence were the Oriental courses. You start seeing parallels or contrasting things about people, (teacher, Lynwood School, Lakeland);
>
> A seminar on historiography had an effect, (department head, Mackenzie School, Lakeland);
>
> I remember a course in political philosophy as being very instructive, (department head, Glenrose School, Lakeland).

Equally specific were comments relating to the influence of a particular professor. The following responses indicate that respondents could remember vividly the impact of a professor:

> An excellent professor in Contemporary World History at the University of Toronto influenced me. That was a remarkable experience taking a course from him, (head of department, Lynwood School, Lakeland);
>
> I was struck by the personality of a Canadian History professor at Sir Wilfred Lawrier University. I also had another professor who methodology influenced me. While I reject his argument now, and even did then, at least the methodology has stuck a

little bit in terms of analysis, (teacher, South Point High, Bay River);

I learned to hate ancient history. I took it with a professor who bored us to tears, (geography teacher, Riverview School, Bay River).

Ontario (Metro)

The respondents replicated the responses of the non-metro groups, except that a higher proportion of them could recall no influences. The following excerpts demonstrate the eclectic nature of their recall:

Of definite impact was a course at the University of Western Ontario in intellectual history, (teacher, Thompson High);

Because of a geography course I have a very strong concern about environmental issues, (teacher, Thompson High);

Most of my ideas [about the Third World] have been formulated as a result of a course on the Third World I took at York, (teacher, Yorkdale School);

I had a great professor in philosophy. He was the first teacher who could demonstrate the intellectual depth of philosophers and how their ideas could be brought home to a student body, (teacher, Yorkdale School);

I remember one history teacher who role played, (teacher, Central School).

Saskatchewan (Metro)

This group of respondents had the lowest number who could recall any influences on their teaching from the halls of academia. Only three out of thirteen were able to articulate any sort of influence. The lack of response does not seem to reflect more "dated" education. About the same number graduated from academic studies prior to 1970 as the groups in Ontario. Likely the reasons for their different response lies in the fact that they all spent a longer proportion of

time in professional education, either completing a concurrent B.Ed. program or a two year post-B.A. program in education (in contrast to a one year program in Ontario).

3. Professional Education

Commentary

As in the case of academic education a large number of respondents found it difficult to recall influences on their teaching from their undergraduate professional education (63.9%). Only a slightly higher proportion of respondents recalled influences emanating from graduate courses in education (66.7%) even though such experience was relatively recent (all who obtained graduate degrees in education did so after 1970).

There can be little doubt that the respondents have been influenced in their ideological perspective in general terms by their academic and educational education. This was evident from the manner in which they responded to questions on curricular decisions and the nature of their work. However, it is clear that only a minority of them believe that professional education had an impact. Moreover, among these respondents about half of them believed that influence as positive in nature, while half believed it to be negative. On the other hand, those who held graduate degrees and who believed that the program did influence their teaching almost unanimously viewed this influence as positive in nature.

Some of the following comments from the Ontario groups were illuminating:

Ontario (Non-Metro), undergraduate

> Two professors [at Althouse College of Education] were very significant influences. They made me aware of different concepts, different ways of structuring materials, different approaches [history teacher, Glenrose];
>
> That is one thing I didn't like about O.C.E. It was all the theoretical stuff. They never got down to the 'nitty-gritty', like showing you how to set up your everyday work, (head of geography, Forest Heights, Woodlands);
>
> O.C.E. was a negative. I threw out all the ideas from there, (history teacher, Lynwood School, Lakeland);
>
> O.C.E. was still flogging the 'Socratic' approach to almost everything. "Read two pages and the next day take it up, ask questions, assign homework and work your way through the textbook", (head of history, Glenrose School, Lakeland);
>
> [undergraduate education] did not have much of an influence. It was just a matter of going through the motions to get paper qualifications, (history teacher, Glenrose);

Ontario (Non-Metro) on graduate programs

> [the OISE M.Ed. program] tended to make me systematic in my approach to the curriculum . . . It also change my methods. I went to open book examinations and began to look for overall understandings, skills and the ability to put things together, (head of history, Glenrose);
>
> I think that for certain courses in the M.Ed. program there were various methodologies I would try for awhile to see whether they were an improvement over what I was doing, [head of history, Lynwood, Lakeland];
>
> Because of the M.Ed. program I began to see what we do in classrooms . . . is not all that defensible. We spend a fair amount of time teaching kids things that really do not go anywhere . . . [head of history, Riverview School, Bay River].

One teacher's remembrance was interesting because it revealed a clash that occurred between graduate student teacher's academic

ideology and the ideological framework of the graduate course. This teacher pointed out:

> I got involved in one course in particular that was extremely structured in the field of decision making and I found that I was reducing history to a mathematics course. You set up your formula and you follow [it]. To me history is the study of people and human decisions. People don't make frameworks. They didn't bring out their criteria and make a rational judgment. They did either what the greatest pressure was leading them to, or the thing that they morally believed in . . . regardless of what the alternatives were, [head of history, Lynwood].

Ontario (Metro), undergraduate education,

> I was influenced by a teacher in my practice teaching. . . he taught me that there is such a perfect method of questioning but in such as way and with such energy, dynamic energy, that the whole class would be on the edge of the seat for forty-five minutes [head of history, Peavy Collegiate];
>
> O.C.E. seemed out of touch and I think overly preoccupied with classroom management from the point of view of maintaining discipline [history teacher, Yorkdale School];
>
> [undergraduate education] frustrated the hell out of me. I hated it. I don't think it did one thing for me [history teacher, Thompson High];

graduate education,

> The M.Ed. was a definite influence especially on how to design a course of study [history teacher, Thompson];
>
> In terms of teaching issues I was strongly influenced by [a professor from OISE] . . . in addition a graduate course on the Third World really opened up a lot of things that I didn't realize before [history teacher, Yorkdale].

Finally yet another teacher, the head of history at Peavy, like his counterpart in Non-Metro revealed in these terms an ideological conflict between himself and a graduate course:

> I was influenced by a seminar from a professor at Queen's and [his] approach is causing me to re-evaluate my teaching.

Saskatchewan (Metro)

Despite the fact that this group of respondents had spent a longer period of time in professional undergraduate programs only 69.2% of them expressed a belief that these programs affected their teaching. Similarly only two respondents who had taken graduate work in education recalled specific influences. The other interesting fact is that of those who recalled influences they were invariably positive as the following excerpts indicate:

> I took a course from a professor of education on anthropology and the curriculum. I used these ideas in my own curriculum [teacher from Westwind Collegiate];
>
> I was influenced by a professor of education who said, "do you give [an expletive] if your kids are happy?" It was like a ton of bricks fell on me. [teacher at Riel School];
>
> A course on evaluation influenced me [teacher at Tache];
>
> Curriculum courses at the graduate level were the biggest influence on me [teacher at Tache];
>
> I took a graduate course from [a professor at Oregon] on interaction analysis. His facility was amazing. He could do a perception check and all you thought was that he was talking [head, social studies at Riel].

Finally, two respondents agreed that the extended practicum in Saskatchewan's program of teacher education was a very positive influence.

4. Teaching and Administrative Experience

Table 20

Involvement in Curricular Projects
(Provincial or District Level)

	N	Provincial	District	% of respondents involved
1. Ontario (Non-Metro)				
1.1. Woodlands	3	0	3	100
1.2. Lakeland	6	3	5	100
1.3. Bay River	4	1	2	50.0
2. Ontario (Metro)	10	3	6	80.0
3. Sask. (Metro)	13	7	4	69.2

Commentary

In terms of teaching and administration the respondents represented a wealth of experience (see tables 10, 11, 12, 13). As revealed by Table 19 the respondents also possessed considerable experience in curriculum development. Indeed when asked to identify professional experiences which influenced their teaching a majority or respondents alluded to their work on curricular projects or committees as very positive influences. Some samples of their views follow:

Ontario (Non-Metro)

> Working on a curriculum committee causes you to reassess what you are doing [geography teacher, Shackleton School, Woodlands];
>
> I was influenced by my work on a district curriculum project . . . these ideas were applied directly to the classroom [history teacher, Glenrose School, Lakeland];
>
> I was influenced by my work on a district committee on moral education, meeting with parents and Ministry officials. We certainly saw the

dichotomy between what the Ministry thought and what the community thought . . . Some of the curriculum work I have done has helped me to find out what I reject just as much as what I accept [head of history, Lynwood, Lakeland];

Ontario (Metro)

> [work on curriculum projects] has caused me to look at other people's work and ask, 'is this what you want done within the scope of an hour?. . . is this pedagogically sound?' . . . I go through these questions and it has a definite spillover [into my teaching] [younger teacher at Thompson High];
>
> Working on committees generates lots of ideas and you develop from the [head of history at Yorkdale].

Saskatchewan (Metro)

Saskatchewan's respondents mirrored those of Ontario's. One respondent, however, disclaimed the influence of curriculum development work by saying, "I don't think [it] had any influence because my views were pretty firmly fixed by that point" [teacher at Westwind Collegiate].

As well as mentioning most frequently that work on curricular projects was the most important experiential influence on their teaching, respondents also mentioned most frequently (i) their own experiences as either teachers or students in schools and (ii) interaction with peers. Some samples of comments:

Ontario (Non-Metro)

> Working in an open area . . . caused me to use simulations [head of geography, Forest Heights, Woodlands];
>
> Teaching in an open area in another school had an effect. I think it changed a lot of my ideas about teaching [head of geography, Spruce Grove School, Woodlands];

> I think. . . that I model myself on my old history teacher. I don't do things exactly like he did, but I think that is where I got the ideas, the way to do it [history teacher, Lynwood School, Lakeland].

Ontario (Metro)

> I get a lot of ideas from informal peer interaction. You get a lot of ideas from [names teacher] because she has got her nose in the books all the time [history teacher, Thompson High];
>
> I taught in England and that was an experience It was a secondary modern school, a lot of transients. If you can teach there you can teach anywhere. it was an experience that was very important to me because you were dealing with a lot of dead-end kids [head of history, Peavy Collegiate];

Saskatchewan (Metro)

> Experience is my first answer, mostly experience [older teacher, Diefenbaker School];
>
> Until you feel comfortable with a style of teaching that is for you, you try to pattern yourself after those teachers whom you feel are successful teacher [teacher at Richmond Secondary];
>
> I had misgivings about my own education and I know what I remembered that I didn't really enjoy and what I did enjoy [teacher at Riel School].

In addition to the above a number of teachers cited personal experiences as being influential including: experience as an immigrant, political involvement and reading books. Only one teacher responded, "the end of departmental examinations."

5. Supervision

Table 21

Frequency of Supervision by Superiors (Last 3 Years)

	N	Never	One to Three Times	More than Three Times
1. Ontario (Non-Metro)				
1.1. Woodlands	3	2	1	0
1.2. Lakeland	6	2	4	0
1.3. Bay River	4	3	1	0
2. Ontario (Metro)	10	3	7	0
3. Sask. (Metro)	13	10	2	1

Table 22

Frequency of Observation by Peers (Last 3 Years)

	N	Never	One to Three Times	More than Three Times
1. Ontario (Non-Metro)				
1.1. Woodlands	3	0	2	1
1.2. Lakeland	6	3	2	1
1.3. Bay River	4	3	1	0
2. Ontario (Metro)	10	3	6	1
3. Sask. (Metro)	13	3	4	6

Commentary

One of the interests of this observer was to determine what influence teachers' believed supervision had on their teaching behaviours and curricular decisions. The answers were very unmistakable. Formal supervision by superiors was construed as having no influence, whereas influence of peers was believed to be of

importance, as indicated by the responses to the interviewer in the section dealing with professional experience.

Respondents quickly dismissed the influence of formal supervision on their teaching. Some comments:

> Formal supervision does not influence me . . . Teaching as long as I have . . . you get into a pattern. Old patterns are hard to break [history teacher, Glenrose School, Lakeland];
>
> Supervision is not really helpful. I think it is more of a paper-shuffling exercise [history teacher at Thompson High, Ontario Metro];
>
> Personally formal supervision hasn't helped [history teacher, Thompson].

One respondent at Shackleton School, Woodlands, did admit to some influence when he said,

> I still use question and answer somewhat. I think it is a vestige from a superintendent we used to have who used to have a set pattern. You did an introduction, a body of content, a conclusion and a recapitulation.

However, almost all respondents agreed that peer observation and interaction was a very positive influence. A teacher at Westwind Collegiate in Saskatchewan summed it up best when he said,

> I think that it is a tragedy that you have to have teachers locked into separate classrooms with everybody doing his own thing.

Conclusion

Respondents expressed their belief that the most important influence on their pedagogical ideologies was interaction with their peers either within a school setting or on curricular projects. In general they did not believe that either academic education or undergraduate professional education exerted too great an impact, although this observer believes that, in view of their responses to

other question on curricular decisions, both played a role in establishing an ideological frame of reference.

However, those who had travelled about extensively or who had undertaken graduate education expressed their belief that these two experiences were influential. Finally, although these general beliefs surfaced there is also emerged a host of idiosyncratic factors that affected individuals and groups of teachers.

V. CONCLUSION

1. Nature of the Respondents

The thirty-six respondents comprised a very experienced and well educated group of teachers. Only one respondent enjoyed less than seven years' teaching experience and a very high percentage of the group had held administrative positions, usually at the level of head of department.

The academic credentials of the Ontario groups were especially impressive. Seventy-eight per cent held an honours degree, in all but one case, in either history or geography. Sixty per cent held a graduate degree. The Saskatchewan group lacked the highly specialized academic education of Ontario's teachers but enjoyed a longer period of professional education and, in many instances, a more diversified background of teaching experience including teaching at the elementary school level. In terms of professional graduate education, both groups tended to undertake such studies after a considerable period of teaching experience. The Ontario group undertook such studies at OISE, whereas the Saskatchewan group were more willing to study in exotic places like Oregon and Colorado.

In the sense of a general ideological framework there were differences between the two groups. The Ontario group viewed their curricular world from either a historical or geographical perspective befitting their academic specialization. On the other hand the Saskatchewan group worked from a perspective that they labelled "social studies". However, they themselves were divided on the interpretation of social studies as either "history" or

"interdisciplinary studies". This division generally reflected differences in undergraduate education in terms of emphasis of social sciences other than history and in some cases, but not all, the period during which undergraduate education took place.

Both provincial groups generally expressed the view, or inferred, that they emerged from their academic education with what Eisner (1979) termed an "academic rationalist" perspective underwent considerable change as a result of experiences with students; however, the groups differed as to the impact of specific experiences. The Ontario group, as a whole, believed that their academic rationalism was modified by experiences in teaching "general" or non-academic classes of students. The Saskatchewan group had no such experiences. Ministerial policy, unlike Ontario, did not dictate the universal practice of streaming programs according to ability. However, the extended practicum or internship in undergraduate professional education was cited by Saskatchewan respondents as having an impact on their academic rationalism. Ontario teachers perceived no such impact.

2. Respondents' Curricular Autonomy

Constraints from the Community and Students

Respondents almost unanimously agreed they perceived little or no constraints on their autonomy from the communities serviced by their schools. Only a handful of respondents in Ontario (non-Metro) voiced concerns, usually concerns about isolation from resource centres. Only one teacher among this latter group expressed the belief that discussion of controversial political issues might be subject to censure from the community. In Saskatchewan as well there was only

one teacher who pointed to a constraint on the teaching of politics, in as much as it was board policy, he said, to require teachers, should they invite to their classrooms a spokesman of a political party, to allow equal access and time for a spokesman from "the other side".

Students, on the other hand, were perceived as exercising considerable constraints. Respondents generally perceived their students to be apathetic and lacking in knowledge about the world. These perceptions very much influenced respondents in terms of choice of teaching methodologies and, to a lesser extent, selection of content. Some respondents in Ontario (Metro) did express the view that the ethnic mix of their students did affect their teaching, either positively or negatively. A few respondents from both provinces did indicate as well that the growing conservatism of their students did inhibit innovative approaches to learning.

Curriculum Guidelines

The ministerial guidelines in history and geography in Ontario which appeared in the 1970s are by nature very open-ended and within very general parameters of content invite teachers to exercise considerable curricular autonomy. The more "dated" guidelines in Saskatchewan appear to be much more prescriptive in terms of delineation of content to be covered. However, the respondents perceived them to be non-threatening and, because of accreditation of individual teachers, if anything, the Saskatchewan group felt freer to deviate from the guide. This development no doubt was enhanced by a lack of formal supervision by administrators.

In contrast, to developments on the prairies, Ontario's respondents were subject to more local controls in the form of (i) fleshed out curricular guidelines and (ii) a little more formal supervision. However, respondents viewed these developments as non-threatening, especially since the local guidelines were non-prescriptive and their ideological "set" matched that of the respondents.

3. Respondents' Curricular Decisions

Selection of Content

Ontario's respondents generally taught global issues as a component of history and geography courses at the grade 9 or 10 level. In Saskatchewan global issues were dealt with in history or social studies courses at the grade 11 or 12 level. In both Ontario and Saskatchewan respondents selected Canadian-American relations as the topic dealt with most thoroughly in their classrooms. Depth of treatment of other topics differed among history and geography teachers in Ontario. The former favoured such topics as Canada's defence policies and peacekeeping, whereas the latter focussed more on environmental concerns and economic relationships. The Saskatchewan group placed secondary emphasis on environmental concerns and multinational corporations, in part at least because of a greater willingness to deal with "emerging issues".

The Ontario (Non-Metro) group generally agreed that the availability of resources and personal preferences were very influential in determining priorities of topics. On the other hand, the Ontario (Metro) respondents cited student interests and needs as the chief criterion for priorization followed by dictates of the

curriculum, especially the fleshed out district guidelines which were favourably received by respondents.

Saskatchewan's respondents placed emphasis on both students' and their own personal interests as the most important criteria for selection, with a few of the respondents also citing the need for themselves to be responsive to current issues and events.

Balance of "Content" and "process"

Generally all respondents agreed that they gave equal emphasis to "content" (acquisition of knowledge) and "process" (development of skills). Only a small minority indicated a commitment to emphasize values and issues in the classroom, despite the fact that such an emphasis is mandated by the intermediate curriculum in history in Ontario.

Upon reflection a majority of those respondents in Ontario who taught "general" level students emphasized that they placed greater emphasis on skill development with those students.

The Saskatchewan group was polarized on the issue of "content" versus "process" no doubt as a continuation of the battles over curricular design in the past. Both sides were represented by vocal adherents, whose ideological stance was influenced by a range of different educational and professional experiences.

Teaching Methodologies

In general a majority of respondents favoured an emphasis on expository approaches to teaching, especially with senior and academic students. However, these teachers, when faced with less capable and more junior students, were generally willing to modify their methodologies to allow for more student-centred activities. A

minority of respondents emphasized student-centred approaches to learning, including such activities as group processes and simulations. When asked to explain reasons for choice of methods, respondents usually cited: (i) beliefs about the needs and nature of students, (ii) beliefs about effective learning and (iii) dictates of the curriculum.

The Ontario (Non-metro) group invariably cited the needs of the students as the main criterion of choice. They especially focussed their remarks on the "general" level student's lack of ability to concentrate which required teachers to use a variety of approaches to learning. A few teachers admitted that personal preferences determined methodologies and the geographers, in contrast to the historians, also cited the availability of materials and resources as an important factor.

By way of contrast, the respondents in Ontario (Metro), although agreeing that students needs and curricular dictates were important, were more willing to suggest that wider use of group processes and simulations could be used effectively to meet students' needs. The reasons for this difference of opinion is not clear, although it may be a reflection simply of the Metro group having more experience and collegial support for this type of learning activity.

In Saskatchewan the polarity of beliefs relating to "content" and "process" carried over to methodologies. The majority of respondents favoured exposition as the chief vehicle for teaching. A very vocal minority, however, expressed the belief that group processes were more effective in meeting a variety of objectives. All respondents explained the reasons for their choice in terms of meeting the needs

of the students and promoting effective learning.

In the end it became clear to this observer that respondents' beliefs about curriculum and teaching reflected a firmly established ideology which revealed itself in intermittently like the reflections of the tip of an iceberg on a moonlit night. The massive subterranean bulk, layered with personal experiences, values and world-views, lay beneath the surface and was very difficult to discern. Respondents' themselves found it somewhat difficult to describe what had influenced the formulation of their own ideologies.

4. Respondents' Views About Influences on Their Teaching

Travel

The respondents were a well-travelled group. Over eight per cent had travelled abroad (beyond North America). Western Europe and the USSR were the favoured destinations and only a handful of respondents had visited Asiatic nations or the developing world. In terms of discerning the influence of travel on teaching, only those respondents who had spent an extended period in travel expressed the view that such an experience affected their teaching practices. Influences most frequently cited by this group were, (i) the use of personal slides and experiences to enrich lessons and (ii) a change of perspective on people and politics. One teacher especially who had served in a voluntary capacity in a developing nation expressed the view that this experience had been very significant in maintaining his continued emphasis on development education in his classroom.

Academic Education

The majority of respondents over seventy per cent, had completed their academic undergraduate education during the 1960s and their academic graduate education in either the 1960s or the early 1970s. Perhaps it is small wonder that only about half of the respondents could recall anything of significant influence on their general approaches to teaching from their academic education. Even less surprising, from the point of view of teaching global issues, was the lack of impact of specific courses related to international relations in as much as fewer than half of the respondents had taken over one course related to this field.

In both Ontario groups more history teachers tended to cite academic education as being influential on their teaching than their counterparts in geography. However, their citations were very idiosyncratic in nature, relating to (i) the philosophical orientation promoted by an academic department, (ii) an outstanding course and (iii) an outstanding or incompetent professor. The Saskatchewan group tended to recall fewer instances of impact, probably in part because of their "dated" degrees and the more universal practice of concurrent education in academic and professional fields. When these respondents did cite instances of likely influence they invariably cited their recollections of an outstanding professor.

As was pointed out above, academic education seemed to provide an ideological umbrella within which respondents viewed the world as evidenced by their beliefs about probable reasons for curricular decisions. However, it proved very difficult for them, and for the observer, to discern specific foci of impact.

Professional Education

The same observation could be made about the respondents' professional education. Again undergraduate training for most of the respondents was of the "dated" variety, although those who had undertaken graduate work had done so in the mid to late 1970s.

Both Ontario groups had difficulty recalling the influence of undergraduate work and those respondents who did recall tended to be negative. On the other hand respondents recalled largely positive influences from graduate experiences in terms of (i) influence of courses and (ii) influence of individual professors. Two respondents in particular cited graduate experiences as causing them to re-evaluate their own teaching procedures.

The respondents in Saskatchewan had even more difficulty in recollecting possible influences of professional education, a difficulty that seemed surprising in view of their longer period of education. Like their Ontario counterparts, their training was "dated" (in the 1960s) and passage of time might have blurred memories. However, in contrast to Ontario, Saskatchewan's respondents who did recall invariably did so in positive terms. They especially cited their involvement in an internship program (extended practicum) as having an impact. The realization that the observer had himself served as a teacher educator in the province perhaps tempered the quality of their reminiscences. At the graduate level the Saskatchewan group, though fewer in number, reflected similar positive recollections as their colleagues in Ontario.

In summary, it was very difficult for the observer to detect the ideological influences of professional education at work in either

province. In general, however, graduate courses did have an impact in some instances of either affecting teaching practices, e.g. developing more systematic course planning, or providing a challenge to existing teaching styles. In a more general way, graduate education generated language use and approaches to teaching that reflected the modus operandi of OISE in Ontario, whereas in Saskatchewan similar usages and approaches reflected respondents' experience at Regina, Colorado or Oregon.

Experience and Supervision

Unlike their recollections of education all respondents expressed clearly and voluminously their beliefs that professional experiences played a significant role in their ideological development. All three groups agreed virtually unanimously that working and interacting with peers either on curricular projects or committees, or in team-teaching or open areas greatly affected their approaches to teaching. The second most common reference was to personal teaching experiences. Finally a few teachers cited a variety of idiosyncratic personal, private experiences that payed a role, e.g. one teacher's recollection of his own experience as a recent immigrant to Canada. Invariably these recollections were positive in tone.

Supervision in the formal sense, was not viewed in such a positive light. First, this observer was surprised how little supervision had been undertaken, especially in Saskatchewan. Second, the rejection of formal supervision as a positive influence by respondents, although not surprising perhaps, represented a sharp contrast to the views of administrators of at least two districts who were attempting to revive extensive supervision of teachers. Such

attempts may prove ineffectual in the light of respondents' negative reactions to supervision as an effective instrument for effecting changed behaviour.

Summary

The picture that emerged from discussions with these respondents is that of a maturing, non-mobile group of teachers who enjoy and are comfortable with a considerable degree of curricular autonomy. Their ideologies reflect in a general way their own provincial and local contexts, their travel and education and above all their professional experience. However, each respondent's idiosyncracies also affect approaches to teaching and the observer found it difficult to probe deeply into this dimension. What emerged was a portrait in blurred hues of the ideological landscape.

One respondent reflected the difficulty of describing the context for teaching in these terms:

> The difference between the folks out here in the field is that by the very nature of what [we do], we have to deal with learning in an holistic fashion and have to generalize, whereas in the academic world [professors] can afford to be much more specific and descriptive and hold everything constant. Well., it doesn't hold constant and that causes some problems.

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Table 3

Academic Undergraduate Education (Location)

	N	Univ. of Sask. (Saskatoon)	Univ. of Regina	Univ. of Toronto	Univ. of West. Ont.	Sir W. Lawrier	Carleton U.	Laurentian U.	York U.	U.S.	U.K.
Ontario (Non-Metro)	13	0	0	9	0	3	1	1	0	0	0
Ontario (Metro)	10	0	0	3	2	0	0	0	2	1	1
Sask. (Metro)	13	7	6	0	0	0	0	0	0	0	0

* One teacher divided undergraduate academic education between two universities. Both are included in this tally.

Table 6

Undergraduate Education (Minor* Academic Subject)

	N	Sci.	Hist.	Phil.	Geog.	Pol-Sci.	Econ.	Psych.	Sociol	Eng.	German	Drama	P.E.
Ontario (Non-Metro)	13	1	4**	0	2	1	1	1	1	3	0	0	2
Ontario (Metro)	10	0	0	1	0	0	0	3	1	3	0	0	0
Sask. (Metro)	13	0	0	0	2	2	0	3	2	4	1	1	0

* Minor subject was defined as the subject of secondary emphasis in an undergraduate degree (a minimum of 3 courses).

** Where some respondents indicated a double minor, both subjects were tallied.

Table 17

Regions or Nations Visited* by Respondents as Adults

	N	% of respondents who travelled abroad	Caribbean	Mexico & Central America	United Kingdom	Western Europe	Greece	U.S.S.R. & Eastern Europe	Africa	Middle East	Japan	India
1. Ontario (Non-Metro)												
1.1. Woodlands	3	100	1		2	3		1			1	
1.2. Lakeland	6	100		2	3	3		2	3			
1.3. Bay River	4	75		3		1		2				
2. Ontario (Metro)	10	80	1		4	4	2	2	1	2		
3. Sask. (Metro)	13	69.2			2	9			1	1		1
TOTALS	36	80.5	2	5	11	20	2	7	5	3	1	1

* A visit was defined by the interviewer as a stay in residence or a tour of not less than two weeks' duration.